

Utah Consolidated Application Plan Needs Assessment 2015-16

Juab School District is essentially aligned with the Utah State Core at all grade levels and content areas. Juab School District has always maintained a high level of academic achievement. With the beginning stages of the new core standards and SAGE assessment system, JSD is moving forward in preparing our students for a strong future. In JSD, we are carefully analyzing our data to determine the best process moving forward to increase student performance. We are pleased that our students made an overall improvement of 5% proficiency in math almost 3% above the state average. We are disappointed that our language arts and science fell by an overall of 1% and are slightly under the state average. We have learned that considering the difficulty and rigor of the new standards and assessment, the growth trend will be slow. This is consistent with the fact that the bar for proficiency has been moved from mastery to a college and career track. SAGE data is only one of many data points that are used to measure and monitor student achievement in JSD. The graduation rate continues to be a real strength in JSD. It has remained strong at near 95%.

Teachers, parents, counselors, administrators, and others use multiple data points in Juab School District to drive informed decisions about improving teaching, learning, and curriculum. This process occurs under our instructional model of professional learning communities. The data is only as good as we make it by applying it to changes in our practice. The data we use includes SAGE, ACT, Explore, PLAN, DIBELS, RLA, U of U Ed Policy survey data, graduation/drop out data, and the JSD writing assessment.

The transitions to the SAGE assessment system, along with common core implementation, the Utah teacher evaluation model, and the infusion of technology have created significant challenges. The difference will lie in our ability to utilize the abundance of information and transform it into something that is meaningful to students, parents, and teachers. To achieve clarity in best utilizing our data, we are moving into a competency-based model for learning that has a singular focus on student achievement outcomes. To effectively make this transition will require time and intense change leadership that will ultimately effect change in philosophy and practice. Technology also plays a major role in supporting the environment for personalized learning which is essential to students reaching their learning potential.

Pertinent data:

- Juab School District attendance rates 2014-15:
 - Juab High School: 97.18%
 - Juab Junior High School: 96.64%
 - Nebo View Elementary: 95.68%

- Red Cliffs Elementary: 95.00%
- Mona Elementary: 96.80%
- Juab School District: 96.26%

• Juab School District per pupil staff ratios for 2014-15: are 22.58 students per teacher district wide for 2014-15. Secondary student to teacher ratio is 22.08. JSD elementary student to teacher ratio is 23.08. There are 56 elementary FTE, 46.74 secondary FTE, 3 secondary counselors, 9 administrative FTE, and 2.80 speech and hearing therapist FTE.

- Juab School District Demographics:

Total JSD student population for 2014-15: 2,324

Total female students: 1,062

Total male students: 1,262

Total Caucasian students: 2,194

Total Asian students: 12

Total African American students: 20

Total Hispanic students: 72

Total American Indian students: 13

Total Pacific Islander students: 13

Total Economically Disadvantaged students: 34.84%

Total Limited English Proficiency students: 0

Total students with disabilities: 370

- Graduation rate for 2015: 96% (151 graduates and 5 dropouts)

The Juab School District needs assessment reveals the following present levels of performance for the 2014-15 school year.

Language Arts:

Overall in JSD, students achieved 42% proficiency on the SAGE assessment. The Utah state average was 44% proficient. The LEA has set a goal for the 2015 SAGE administration at 45% proficient which would be 3% above our current performance and 1% above the state average. Overall in JSD, Caucasian students achieved 43% proficiency, Hispanic 29%, Female 50%, Male 36%, Economically Disadvantaged 31% and Students with Disabilities 10%.

Mathematics:

Overall in JSD, students achieved 47% proficiency on the SAGE assessment. The Utah state average was 44.6% proficient. The LEA has set a goal for the 2015 SAGE administration at 49% proficient which would be 2% above our current performance and 4% above the state average. Overall in JSD, Caucasian students achieved 47.3% proficiency, Hispanic 26%, Female 46.4%, Male 46.6%, Economically Disadvantaged 36.3%, Students with Disabilities 18.5%.

Science:

Overall in JSD, students achieved 44% proficiency on the SAGE assessment. The Utah state average was 44.4% proficient. The LEA has set the goal for the 2015 SAGE administration at 46% proficient which would be 2% over our current performance and 2% above the state average. Overall in JSD, Caucasian students achieved 45.4% proficiency, Hispanic 27.9%, Female 40%, Male 47.9%, Economically Disadvantaged 37.5%, Students with Disabilities 18.9%.

Juab School District Teacher Qualifications:

LEA HQT: 91.73%

JSD Secondary schools: 80.15%

JSD Elementary schools: 95.85%

JSD High Poverty schools: 97.62%

LEA Administrators HQ: 100%

JSD Highly Qualified Teacher Summary:

In Juab School District we have one veteran elementary teacher and one teacher that received her degree some time ago but is just now returning to education. These two teachers are both qualified under USOE guidelines but are not considered highly qualified under NCLB guidelines. IN Juab School District secondary schools we have approximately 4.25 teachers that are not considered highly qualified. Again these teachers are qualified under USOE guidelines. These are mostly concentrated in our junior high school where there are fewer teachers that must teach multiple subjects. This is a common problem among many rural Utah schools. The District is always striving to reach 100% of teachers that are highly qualified.

Professional development:

Multiple data points are used to assess the professional development needs of JSD teachers. This has been accomplished through surveys and principal data collection, teacher evaluation, as well as ongoing communication with the Juab Education Association leadership. Priorities include: instructional technology, core standards and curriculum, Utah Teaching Standards, Student Learning Objectives, classroom management, and elementary math and literacy.

Furthermore the following examples of professional development initiatives are underway in Juab School District: Professional Learning Communities, new teacher academy, EYE academy, Leadership Academy, AICE committee (assessment-instruction-curriculum-evaluation), learning walks, Edviation PD360 partnership, district instructional technology courses, CUES elementary math endorsement, Student Learning Objectives (SLOs) trainers, and Core Academy.

UCA Needs Assessment Summary for the upcoming year of 2015-16

Section 1: **Student Achievement-State Assessments**

Juab School District like all school districts in the state of Utah is in a transition period. Juab School District is in the process of better understanding student outcomes under the SAGE assessment and how to better align our instructional practices to demonstrate improvement. The 2014-15 year is another year to establish a baseline, and as more student performance data becomes available, the more reliable our needs assessments will become. Since 2010, Juab School District student achievement data has steadily demonstrated an upward trend across all student populations. In JSD, our focus on sub populations is largely focused on three groups: special education students, economically disadvantaged students, and students considered high achieving. Even though these sub populations have shown academic achievement growth in areas, there is certainly room for improvement. Specific needs in these groups include consistent Tier One effective instruction, targeted interventions based on Utah core standards and concepts, extra time and support, and opportunities for learning extensions beyond regular curriculum. These services to students will greatly increase as the rigor has increased with the Utah core standards.

Section 2: Student Achievement-Other Key indicators

Since 2010, Juab School District has enjoyed a steady increase in its' graduation rate under the four year cohort formula. The graduation rate hovered near 80% in 2009 and has reached near 95% as of 2013 and has maintained at 95% in the 2015 graduating class. This in large part has been successful because of a focus on connecting meaningful educational relationships to all students. Student support systems exist in all JSD schools to identify students that struggle academically, socially, and behaviorally. It is then a matter of prescribing the right combination of support in these areas to help students succeed. Our needs assessment would indicate our issue is sustainability. We are experiencing more students with social and mental health issues at younger ages than ever before. These issues are directly related to attendance issues and academic growth issues.

Section 3: Educator Qualifications and Effectiveness

Educators in Utah are experiencing rapid change on a yearly basis. This turbulent environment has raised the need for professional development among our teachers to a very high priority in Juab School District. Based on a survey to JSD teachers in 2013, their professional development priorities raised were engaging instructional technology, professional learning community instructional model, and the Utah teacher evaluation model. Our latest SAGE test results along with ramped up rigor on the Utah core standards would indicate a need for more intensive focus on reaching student competency. Along with the roll out of the new SAGE testing system, we also see a need for teacher training with Student Learning Objectives development. In JSD, we have incorporated the concept of SLOs within our professional learning community model. There is a strong need for extra support of non-core content area teachers.

Section 4: School Climate

School safety is always a top priority for Juab School District. With the ever-increasing engagement of technology in schools, the need for student digital safety is a priority. The focus in JSD is three fold on educating our students as digital citizens. To us, digital citizenship means students are safe, responsible, and respectful online. We are in need of resources and support to ensure our students meet these expectations. We are also focused on anti-bullying and suicide prevention strategies and practice. Our recent survey data collected through our survey done by the University of Utah Education Policy Center suggests a need to address the student perception of bullying in our schools. We have taken a major step forward here by employing a fulltime elementary counselor to help address these critical needs.

Section 5: Parent and Community Engagement

Juab School District values and encourages parent and community engagement. Each school in JSD has community councils made up of parents and teachers that work together to reach school goals and potential. Along with community councils, JSD schools reach out to parents through parent-teacher conferences, the Parent-Link App, school websites, blogs, social media, and newsletters to name a few. There is always a greater need to engage our public even more. Communication between educators and parents in JSD is a non-negotiable. It is paramount that strong communication lines exist consistently through out our district.

Needs Assessment Conclusion

Juab School District is essentially aligned with the Utah State Core Standards at all grade levels and subjects. JSD has consistently maintained high levels of student academic performance over the years. JSD has been considered a leader in teaching, learning, and innovation. Juab School District, like all Utah school districts, is in a transition period of substantial change. With the implementation of the new Utah core standards, as well as the new SAGE adaptive system, the standards rigor has increased significantly. Because of this change, our students, teachers, parents, and school communities must change practices to meet these new expectations.

The needs assessment reveals the most critical LEA needs to be addressed in our plan, goals, strategies, and action steps:

- Provide consistent and effective Tier 1 instruction for all students.
- Develop a strong commitment to competency/standards based teaching and learning model.
- Develop a clear and targeted intervention system in JSD schools.
- Enhance and strengthen our professional development model specifically in the area of math instruction.
- Increase services to students to meet increasing student needs academically, socially, and behaviorally.
- Increase flexibility to increase student learning extensions and opportunities for high achieving learners.